

John Lloyd^a, Kathy Lu^a, Rubab Imtiaz^a, Jennifer Mendez, PhD^b, Michael McLeod, JD, MPH^c

^aSchool of Medicine, Wayne State University, ^bDepartment of Internal Medicine, School of medicine, Wayne State University, ^cDepartment of Family Medicine and Public Health Sciences, School of Medicine, Wayne State University

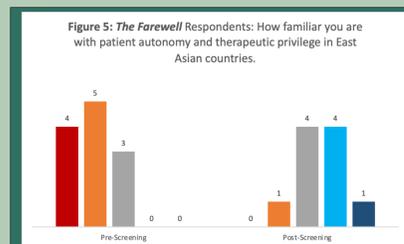
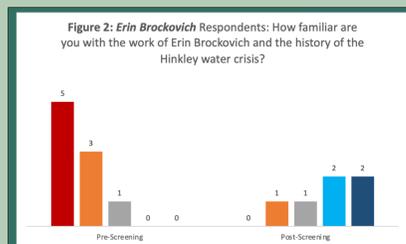
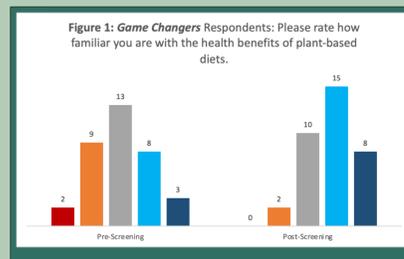
BACKGROUND AND PAST RESEARCH

In medical education, films can be a powerful tool in supplementing student's understanding of various aspects of healthcare. Past research shows film screenings and discussions make an impact on student's familiarity with a range of diverse psycho-social-cultural topics including medical professionalism¹, clinical presentations of psychiatric disorders², experiences of patients with terminal illness³. As medical curricula continue to emphasize greater psychological, social, and cultural awareness among medical professionals, the value of films and film-discussions as a teaching tool for these topics must be fully explored⁴.

At Wayne State University School of Medicine, the student organization MedFlix hosts film screening and discussion events for the collective student body. Past research on the impact of these events using pre- and post- event surveys has shown that they have significantly increased attendees' familiarity with various medically-relevant topics including plant-based dieting (Figure 1), environmental justice (Figure 2), and therapeutic privilege (Figure 3).

However, it is unknown if these increases in familiarity manifest as long-term changes to students' perspectives and beliefs. This presentation details a data collection plan that can be used to better understand the durable effects of film screenings and discussions on medical students' clinical attitudes and practices via longitudinal surveys of event attendees.

Legend		
Color	Rating	Meaning
Red	1	Not familiar at all
Orange	2	Slightly familiar
Grey	3	Moderately familiar
Blue	4	Very familiar
Dark Blue	5	Extremely familiar



METHODS

The student population being surveyed will be medical students who have attended a MedFlix film screening and discussion event within the calendar year of 2022. During this time, six events were hosted that covered a variety of topics relevant to various aspects of medicine. The number of medical students that have attended these events totals over 100. These students will be contacted using information provided to MedFlix during their attendance at past events.

Each past-attendee will be sent a link to an anonymous survey from the data collection site Qualtrics. The survey will document which past events the student attended. A series of likert-scale questions will be used to assess the events' general impact on student's medical attitudes. Similar likert-scale questions will be used to assess any changes in students' clinical practices attributable to their event attendance (Table 1).

Table 1: Likert-scale questions to assess changes in attitudes.

Please indicate your level of agreement for the following statements
Participating in a MedFlix event increased my understanding of a 1 particular medical issue or topic.
Participating in a MedFlix event changed my perspective on a 2 particular medical issue or topic.
Participating in a MedFlix event had a strong and lasting impact on my 3 perspective on a particular medical issue or topic.
Participating in a MedFlix event increased my understanding of a 4 particular patient group or population.
I have been reminded of a MedFlix film or discussion topic during a 5 clinical or curricular experience.
Participating in a MedFlix event prompted me to change an aspect of 6 my clinical practices.

This section is followed by short-answer questions where specific changes in attitudes and attendee's subjective experiences can be described (Table 2).

Table 2: Short answer prompts to assess subjective experiences of attendees.

Please complete each short answer segment. If you feel the prompt does not apply to you, please leave the field blank
What specific changes in perspective have you had as a result of 1 participating in a MedFlix event?
What specific medical topics do you feel better informed about as a result of 2 participating in a MedFlix event?
What changes would you suggest be made to MedFlix events to increase 3 their impact and utility for attendees?

ANALYSIS

Quantitative data will be analyzed to determine the mean responses for each question. Grouped responses for each event will be compared to determine if some events had a greater impact than others. Responses will be compared to the number of events attended by the respondent to assess if greater attendance correlated to a greater impact.

The qualitative short-answer data will be categorized by the authors based on the described subjective effects of the events on the students' attitudes and practices.

CONCLUSIONS

The screening and discussion events hosted by MedFlix for the Wayne State School of Medicine community offer unique supplementary educational opportunities that address a variety of medically relevant topics.

Past survey results have shown these events increased student's reported familiarity with various psycho-social-cultural topics, and similar organizations at other institutions have demonstrated that such events help students recall relevant information from the films and discussions when the students are in future clinical or curricular situations⁵.

The data collection plan presented here will provide quantitative and qualitative information on the long-standing impact of MedFlix events on the medical perspectives and practices of past attendees.

REFERENCES

1. Klemenc-Ketis Z, Kersnik J. Using movies to teach professionalism to medical students. *BMC Med Educ.* 2011;11:60. Published 2011 Aug 23. doi:10.1186/1472-6920-11-60
2. Fritz GK, Poe RO. The role of a cinema seminar in psychiatric education. *Am J Psychiatry.* 1979;136(2):207-210. doi:10.1176/ajp.136.2.207
3. OzcaKir A, Bilgel N. Educating medical students about the personal meaning of terminal illness using the film, "Wit". *J Palliat Med.* 2014;17(8):913-917. doi:10.1089/jpm.2013.0462
4. Law M, Kwong W, Friesen F, Veinot P, Ng SL. The current landscape of television and movies in medical education [published correction appears in *Perspect Med Educ.* 2015 Dec;4(6):352]. *Perspect Med Educ.* 2015;4(5):218-224. doi:10.1007/s40037-015-0205-9
5. Rueb M, Siebeck M, Rehfuess EA, Pfadenhauer LM. Cinemedication in medicine: a mixed methods study on students' motivations and benefits. *BMC Med Educ.* 2022;22(1):172. Published 2022 Mar 12. doi:10.1186/s12909-022-03240-x